



<p><i>EDUC 216</i> This course presents a broad foundational overview that focus on the concepts and issues of early childhood education. Students will develop a historical perception as well as a contemporary view of issues and public policies. Theories of learning and development, which are applied in practice, will be explored along with new directions in cognitive development. The concepts of High Scope and Reggio Emilia programs are examples of the many being analyzed. Other topics such as family and community involvement, technology, guidance, play, assessment, diversity, special needs, ethics, and developmentally appropriate practices will be explored.</p>	<p>Students in EDUC 216 must have:</p> <ol style="list-style-type: none"> <li>1. A minimum grade point average of 2.7</li> <li>2. Completed EDUC 100.2 &amp; 160</li> <li>3. Encouraged to take PPST</li> </ol>
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**OVERVIEW OF PROGRAM:**

The educational philosophy of Moravian College’s Early Childhood Education Program is built on social justice, respect for diversity and the importance of understanding individual differences. The program is designed to provide students with the beginning knowledge and skills to interact with young children 0 to 9 years and their families in a variety of educational and service settings. Major developmental theories drive this program and each course addresses developmentally appropriate practices. Students will engage in critical thinking, observational fieldwork, data collection and research including the use of technology. Collaboration products, reflective evaluation, communication and academic writing provide a compass for evaluating learning. The focus of this program is on training educators to be leaders and advocates for families and their young children and provides undergraduate preparation for careers in child-related professions, including infant, toddler, preschool, school readiness, and elementary education. All Early Childhood Education courses are aligned with Pennsylvania State Department of Education Competencies – Sub-competencies and the National Association for the Education of Young Children (NAEYC) Initial Licensure Standards.

**EDUCATIONAL FRAMEWORK:**

To develop professionals who become educational leaders because they think and act critically in a collaborative environment. Our goal is to transform lives through pursuing the values of academic excellence, collaboration, diversity and life-long learning; to the commitment to technology and best practices; to focus on each individual child; and to teach so that words and actions inspire a will to learn.

**PRINCIPLES FOR MEETING THE NEEDS OF CHILDREN THROUGH AGE NINE:**

The Early Childhood program will prepare educational professionals who are capable to serve a diverse population of young children and their families in a wide variety of educational settings. For each course there will be specific content materials offered and experienced, but there are a number of principles that will be prevalent throughout the ECE certification program. These principles are:

- It is a given belief that all children can learn and it is the educational program that must be altered to support the learning of each individual child and his/her family. This would include children with special needs.

- Developmentally appropriate practice and research-based learning will be the bases for all course work and experiences. Whole group, small group and individual activities will be developed in a variety of formats so that children can learn in varied domains. The use of national and Pennsylvania standards has been incorporated in the content of all courses to foster the growth of our youngest learners to grade four.

***PURPOSE OF COURSE:***

The course provides students with an overview of early childhood curriculum that promotes learning and development so that future teachers will begin right from the start with content that supports developing children and intentional teaching. It will begin with an introduction to the early childhood profession and its foundations. It will apply what we have learned about child development and learning embracing cultural and linguistic diversity. Building on effective partnership with family and community, students will learn how to develop effective curriculum.

***LEARNING ACCOMMODATIONS:***

In accordance with the Americans with Disabilities Act, any student has the right to request reasonable accommodations for a disability. Accommodations can be requested through the Academic Support Services on campus. Please note that you will need to present documentation of your disability to the Disabilities Office. Students are encouraged to contact the appropriate individual as soon as possible to enhance the likelihood that accommodations are implemented in a timely fashion. Accommodations cannot be provided until the instructor has received appropriate authorization. Moravian College does not discriminate in any of its programs on the basis of disability.

Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.

Comenius Center students who wish to disclose a disability and request accommodations for this course must contact the Dean of the Comenius Center, (extension 1400).

***TECHNOLOGY STATEMENT:***

Integrated into all coursework are identified competencies in the use of technology. Technology will be used to enhance the learning experience, to address learning modalities, to model good teaching, and to increase content knowledge. Smart Board technology will be available to faculty and students. The course is dependent on the use of Blackboard. All syllabi, agendas, assignments, assessment tools, videos, and journal articles will be placed on Blackboard. Students will utilize Discussion Boards, Blogs, and Evaluation Center. Students have access to web searches and library holdings through databases both on and off campus. Computer labs, MAC and PC, are available.

***PDE STANDARDS AND ASSESSMENT ANCHORS STATEMENT:***

PDE has produced Infant/Toddler Standards, Early Learning Standards, Kindergarten Standards, and academic standards for the following content areas: Math, Social Studies, Science/Technology, Language Arts, Health, Safety, and Physical Activities. PDE has also developed Assessment Anchors. These Standards and Anchors inform student about what they need to know and be able to do at the completion of a course at each grade level. Teacher candidates will be aware of and develop lesson plans using the PA Academic Standards.

***FIELD COMPONENT STATEMENT:***

The purpose of the field experiences is to provide students with appropriate classroom experiences in a developmental and sequential manner. All field experiences are directly related to coursework and must be successfully completed to pass the education course. Students are required to follow all the procedures and guidelines as outlined in the field experience handbooks,

and course syllabi. Failure to accurately report attendance and performance will be considered a violation of academic honesty policy and will result in appropriate sanctions as outlined in the Student Handbook. The Director of Field Experiences is responsible for securing all field placements. Students will be placed in field experiences only when all required clearances documents are current and indicate, "no record exists". Students are also required to have a negative result on a current tuberculosis test.

**OTHER INFORMATION:**

**Academic Honesty** = I will follow the academic honesty policy as stated on AMOS. Failure to follow these guidelines may result in failing this course.

**Absence Notification** = Attendance in class is very important. Should a personal emergency arise it is important that you let me know this as soon as possible. This will assist me in the design of small group team projects. Please e-mail when you are going to be absent for that day. Missing any class without a phone call or e-mail prior to class time will significantly lower your overall grade. If you are ill, you must give me a doctor's excuse for an excused absence. If you do not have an acceptable reason, your final grade will reflect it. Attendance is of critical importance in order for you to participate actively in discussions, etc.

**Food** = Water is allowed, but we will be moving around too much to be eating.

**Cell Phones** = Turn them off. If there is an emergency, you can make arrangements with me before class. If your cell goes off, you will be asked to bring in a snack for everyone the next day we have class. If you text message in class, you will lose all your participation points.

**Expected Work Load** – For this course, it is expected that you will work between 3-4 hours for preparation for each class outside of class.

**References and formatting** = Use the Publication of the American Psychological Association, (Current edition) for references. The formatting of your papers must be in Arial 12 font. You will be expected to provide accurate documentation and proper citations for all your written work.

**Plagiarism**: Always cite your sources if the ideas are not original. If you do plagiarize, you will be reported to the Dean and will receive a failing grade.

**Grading:**

**C**= 74-76% (C- = 70-73%) (C+ = 77-79%) You meet all requirements adequately.

**B**= 84-86% (B- = 80-83%) (B+ = 87-89%) You go beyond the requirements enhancing your work by doing such things as adding additional resources, related areas or topics, etc.

**A**= 94-100% (A- = 90-93%) Your work is definitely outstanding. It goes beyond requirements and shows perception and insightfulness. Extraordinary!!! Everyone can earn an "A" if they care to, though not everyone will put forth the necessary extra effort and time.

Check your student handbook for more specific grade percentages.

It is within the instructor's purview to apply qualitative judgment in determining grades for all of your assignments and your final grade for this course.

**Late work:**

- A written explanation handed in on due date; the "Work" will be evaluated and lowered only a half grade if handed in by the end of due week; an additional late week with written explanation means one grade lower.

**Written work requirements:**

- All handed in written work needs to be done on a computer. Use your spell checker. Meaning and mechanics both are graded.
- It needs to be organized and identified.
- **Please do not hand in work in the plastic page holders.**

**Class Arrangements:**

We meet once a week. Our class structure will vary from day to day. There will be lecture, interactive small and large group assignments, journal responses, interviews, observations, written summaries, multimedia presentations, teaching videos, quizzes, chapter tests on BlackBoard, oral presentations and participation. The Internet, laptops, and the Smart Board will be used daily. You will be required to view some videos, journals, case studies, and other media on your own time. Weeks may vary, but I will give you an advanced daily schedule on Blackboard and a daily agenda.

**Professionalism:**

Since this is a course to prepare students to think and act like professional educators, it is expected that students' attitudes and behaviors reflect those responsibilities. Attendance, punctuality, and coming prepared to learn, and collaborating with others are all professional behaviors. These behaviors are important to acquire and are needed for this course. Each person will need to be actively involved with class discussions, prepared to present given tasks to the whole class and remain engaged while others are presenting. Assignments and readings must be done to develop a community of learners. Attendance and participation will be calculated and averaged. It is worth 10% of your total grade.

**Professionalism Scoring Rubric**

<b>Attendance</b>	Arrived and left on time  50%	Late or left early  40%	Missed class, but called and had legal excuse; also submitted written work  30%	Missed class and did not call, but had a legal excuse  10%
<b>Participation</b>	Encourages others, strong participant, stays on topic, shares ideas, facilitates activities, mentors others, comes "over" prepared  50%	Collaborates well with others, stays focused, is adequately prepared, actively participates, shares in group work  40%	Participates when called on, supports group projects, comes to class not quite prepared <b>or</b> is occasionally busy eating  20%	Talks while others are talking, often not engaged in class discussion or group activities, comes to class not prepared <b>or</b> is busy eating  10%

One idea that was important for you to remember:  
One or more ideas that you shared with the class:  
One way you encouraged others if scored 50%:

**Texts and Materials:**

Bredekamp, Sue. (2011). *Effective Practices in Early Childhood Education: Building a Foundation*. NY: Merrill.

NAEYC Code of Ethical Conduct and Statement of Commitment.

NAEYC Guidelines for Developmentally Appropriate Practice in Early Childhood Programs

Pennsylvania's Standards and Anchors and others described in syllabus

BlackBoard is required for this course. Most buildings are wireless.

**Expected Student Outcomes:**

1. Students will define and examine early childhood programs, their standards, and practices that reflect continuity and change. (I.A., I.E., I.F., I.B.1., I.B.5., IV.A., IV.B., IV.C., IV.D., V.)
2. Students will discuss the shared values of early childhood professionals as a cultural group and its dimensions of intentional, effective teaching. (V.)
3. Students will examine the history and trends in early childhood education identifying movements and people. (I.C., I.E.)
4. Students will identify the principles and guidelines of developmentally appropriate practice as defined by the NAEYC position statement and its implications for individual children. (I.D., I.F.)
5. Students will identify principles of practice derived from theories of learning and development and how they inform decisions about effective practice. (I.C., I.D., I.E.)
6. Students will discuss the types and sources of individual differences and learning styles among children. (I.D., I.E.)
7. Students will examine Response to Intervention, and Recognition and Response models and decide how they address individual differences in young children's learning. (I.G., I.H., I.I.)
8. Students will define culture and discuss cultural contexts influencing children's learning and development and its implications for teaching culturally responsive methods that support children's identity. (I.I.)
9. Students will describe how teachers build partnerships with families to achieve both parents' and teachers' goals for children. (V.A., V.B., V.C.)
10. Students will identify the elements of a caring community of learners and how to develop it in their classrooms. (V.A., V.B.)
11. Students will explore effective teaching strategies that help children achieve important learning and developmental goals and motivate children to want to learn. (I.G., V.)
12. Students will analyze how teachers use assessment strategies to improve children's learning outcomes and individualize teaching. (III.C., III.Q.)
13. Students will evaluate how children learn to communicate through the visual arts, music, movement, dance, and drama. (I.F.)
14. Students will review teaching strategies and curriculum that are effective in helping children learn math, science, and social studies. (I.C., I.D., I.E.)
15. Students will identify curriculum that promote physical development, fitness, and health. (I.G.)
16. Students will analyze what it means to become a professional early childhood educator and the obligations and commitments to children that early childhood professionals must understand and embrace. (V.)

**Evidence of Learning:**

1. Tests = 40%
2. Multimedia presentations and papers on early childhood models with partner = 15%
3. Multimedia presentations and papers on early childhood Theorists with partner = 15%
4. Multimedia presentations and papers on Historic people = 20%
5. Professionalism = 10%

**Draft Weekly Schedule:**

Week	Assignments	Topics	Assessments	Competencies I. =Dev & Cog. I. = Sub. Matter
Week 1: Ch. 1: Continuity and Change in Early Childhood Education	Read and respond in writing to three areas in chapter Watch MyEducationLab (MEL) watch interview with author <i>Changing Field of ECE &amp; What Effective Teachers Do</i>	<b>Introduction</b> to course <b>Draw</b> an Early Childhood teacher including tools needed for job <b>Laptops-</b> half class review NAEYC standards & accreditation/ other half review criteria and credential process of CDA = groups share <b>Discuss</b> the culture of an Early Childhood professional and its responsibilities and commitments (from MEL) <b>Table talk</b> – Share written assignment-then whole group	Professionalism rubric Written Assignment	<b>I.F., V.</b>
Week 2: Ch. 2: Building on a Tradition of Excellence	Read ch. 2 & view recommended videos from MEL <i>Intelligence: Infancy, Montessori, &amp; Integrated Curriculum</i> Written – Compare the materials used by Froebel and Montessori – pick three of each to compare and reflect on value of each.	<b>Draw</b> on construction paper a response from viewing the three videos from MEL; Share <b>History Time Line:</b> Two teams – given adding machine paper – Begin time line, but finish for homework by adding pictures, etc. To be hung in room. <b>Comparison Chart:</b> What did we discover about materials used by Froebel and Montessori – Create a class comparison chart	Professionalism rubric Written assignment	<b>I.C., I.D., I.E.</b>
Week 3: Ch. 3: Understanding and Applying Developmentally Appropriate Practice	Read ch. 3 & MEL viewing of: <i>Teaching Reading, The Importance of Wonder &amp; Interviews NAEYC Position Statements on DAP, Using AP to Bridge the</i>	<b>Abstract developmental thinking</b> – use apple exploration <b>Card drawing</b> – cards with different individual needs or abilities (ELL, low vision, asthma, Cerebral palsy, ADHD, wheel chair, deployed parents, etc.) Students have to develop routines, strategies, and	Professionalism rubric Written assessment	<b>I.A., I.B., I.C., I.D., IV.A., IV.C., IV.D.</b>

	<i>Gap, &amp;The Mariner's Star</i> Begin to look for a multicultural children's book for class (ch.6) Select a presentation topic for later	activities that will support learning, share with partner and expand ideas <b>Analyze</b> two scenarios using NAEYC position statement to determine which of the 12 principles and 5 guidelines apply to the situations. Share findings.		
Week 4: Ch. 4: Applying What We Know about Children's Learning and Development	Read ch. 4 & MEL viewing of <i>Reggio Emilia, How Research Informs Practice &amp; Play in Dev. and Learning</i>	<b>Test Quickwrite</b> – Why Play? <b>Small group presentations</b> – Identify key components of Erikson, Maslow, Piaget, Vygotsky, Behaviorism, Social Cognitive Theory & Reggio Emilia Approach – Use visuals to help us understand	Test on ch. 1-3 (in computer lab on BlackBoard at the beginning of the class) Professionalism rubric Written assignment	<b>I.D., I.E., IV.A., IV.C., IV.D.</b>
Week 5 Ch. 5: Adapting for Individual Differences	Read ch. 5 & view MEL <i>Individual Differences</i>	<b>Triads-</b> Differentiated Instruction activity – Develop instruction sheet that includes the following: Name of learning experience/ how you would adapt learning for 4 of the following special needs: gifted attention deficit, speech delayed, hearing impaired, etc. <b>Whole group share and post Discussion</b> – what is RTII? How does it help children?	Professionalism rubric	<b>I.D., I.E., IV.A., IV.C., IV.D.</b>
Week 6 Ch. 6: Embracing a Culturally and Linguistically Diverse World	Read ch. 6 & view MEL <i>The Role of Culture &amp; Social and Cultural Contexts</i> Have children's book for class Presentation on selected topics	<b>Presentations:</b> Selected topics will be shared with class and paper submitted that day <b>Discussion</b> – What is cultural competency? What are cross-cultural communication strategies? <b>Share</b> children's books <b>Library</b> – review children's books to see if diversity is integrated in collection.	Presentation Rubric Professionalism rubric	<b>I.A., I.C., I.D., I.E., IV.A., IV.C., IV.D.</b>
Week 7 Ch. 7: Building Effective Partnerships with Families	Read ch. 7 & view <i>Building Relationships with Families</i>	<b>Test Presentations:</b> Selected topics will be shared with class and paper submitted that day	Test ch. 4-6 (in computer lab on BlackBoard at the beginning of	IV.

		<p><b>Families, past &amp; present</b> – quarter paper –in each square identify: ideal, challenged, my, and current family – list characteristics</p> <p><b>Case study &amp; Bronfenbrenner's Ecological Theory:</b> Match description from child's life with the appropriate ecological theory terms that interplay in situation and explain</p>	<p>the class) Presentation Rubric</p> <p>Professionalism rubric Written assignment</p>	
<p>Week 8 Ch. 8: Creating a Caring Community of Learners: Guiding Young Children</p>	<p>Read ch. 8 Write a review of a professional journal article dealing with "community of learners"</p>	<p><b>Do worksheet</b>, pp. 149-150 on Encouragement vs. Praise: whole class discussion</p> <p><b>Learning environments</b> – discuss impact of the environment, schedule, and routines</p>	<p>Professionalism rubric Written assignments</p>	<p><b>I.A., I.E., IV.</b></p>
<p>Week 9 Ch. 9: Teaching to Enhance Learning and Development</p>	<p>Read ch. 9 Presentations 1/3</p>	<p><b>Design</b> a classroom – share</p> <p><b>Roles of teacher</b> – Onlooker, stage manager, co-player, play leader – Role play each</p> <p><b>Topic Presentations</b> begin</p>	<p>Professionalism rubric Presentation assessment</p>	<p><b>I.A., I.E., I.F., IV.</b></p>
<p>Week 10 Ch. 10: Planning Effective Curriculum</p>	<p>Read ch. 10 &amp; view MEL <i>Standards: What EC Students Need to Know</i> Presentation 1/3</p>	<p><b>Test Comparison</b> of Curriculum Planning Approaches – Emergent, integrated, thematic, webbing, project approach – characteristics, goals, practices</p> <p><b>Topic Presentations</b></p>	<p>Test ch. 6-9 (in computer lab on BlackBoard at the beginning of the class) Professionalism rubric Presentation assessment</p>	<p><b>I.F., I.A.1., I.B.5., I.C., I.D., I.E., I.F.</b></p>
<p>Week 11</p>		<p><b>Review Round-Robin-writing</b> – teams for each chapter</p>		
<p>Week 12</p>		<p><b>Review continue</b> <b>Prepare for final</b></p>		



### Written Class Assignments, Response Questions and Practice

Homework provides students with the opportunity to extend their learning outside the classroom. At the collegiate level homework provides an opportunity to deepen understanding of new concepts and idea. This form will also be used for in-class work that is handed in.

<b>5 points</b>
<ul style="list-style-type: none"><li><input type="checkbox"/> Follows the reflection guidelines exactly</li><li><input type="checkbox"/> Topics or ideas clearly stated</li><li><input type="checkbox"/> In each reflection, at least two points are fully elaborated</li><li><input type="checkbox"/> Free of mechanical errors</li></ul> <p>Comments:</p>
<b>3 points</b>
<ul style="list-style-type: none"><li><input type="checkbox"/> Generally follows the reflection guidelines</li><li><input type="checkbox"/> Topics or ideas may be unevenly developed</li><li><input type="checkbox"/> In each reflection, at least two points are elaborated</li><li><input type="checkbox"/> Some mechanical errors</li></ul> <p>Comments:</p>
<b>1 point</b>
<ul style="list-style-type: none"><li><input type="checkbox"/> Did not follow the reflection guidelines</li><li><input type="checkbox"/> Topics or ideas not well developed</li><li><input type="checkbox"/> In each reflection, only one point is fully elaborated</li><li><input type="checkbox"/> Many mechanical errors</li></ul> <p>Comments:</p>